

Partnership Development and Maintenance



Objectives

You will learn how:

- ◆ To develop a profile for successful partnerships and identify potential partners in your community.
- ◆ To define partner roles and responsibilities.
- ◆ To draft a memorandum of understanding.
- ◆ To create/build win-win relationships with partnering organizations and effectively manage those relationships.

Key Points

- ◆ Mission of partnerships.
- ◆ Benefits of partnerships.
- ◆ Relevance of partnerships to Neighborhood Networks centers.
- ◆ Types of partners.
- ◆ Developing a profile for successful partnerships.
- ◆ Function and structure of a memorandum of understanding.
- ◆ Strategies for successfully managing/sustaining partnerships.



Program Development Materials

Partnership Development

Partnerships are relationships between two or more organizations in which all parties agree to work together. This relationship will help each party to achieve mutual and individual goals. Partnerships can range from brief, casual relationships between two organizations for a one-time-only event to multiyear agreements between organizations.

Most partners work one-on-one with Neighborhood Networks centers. Local partners can be businesses, corporations, schools, colleges, hospitals, social service agencies, nonprofit organizations, and government agencies. By affiliation, partners can assist a center in identifying new opportunities to meet needs, open an avenue for involvement in a community and link to new markets, and assist in meeting the center's goals.

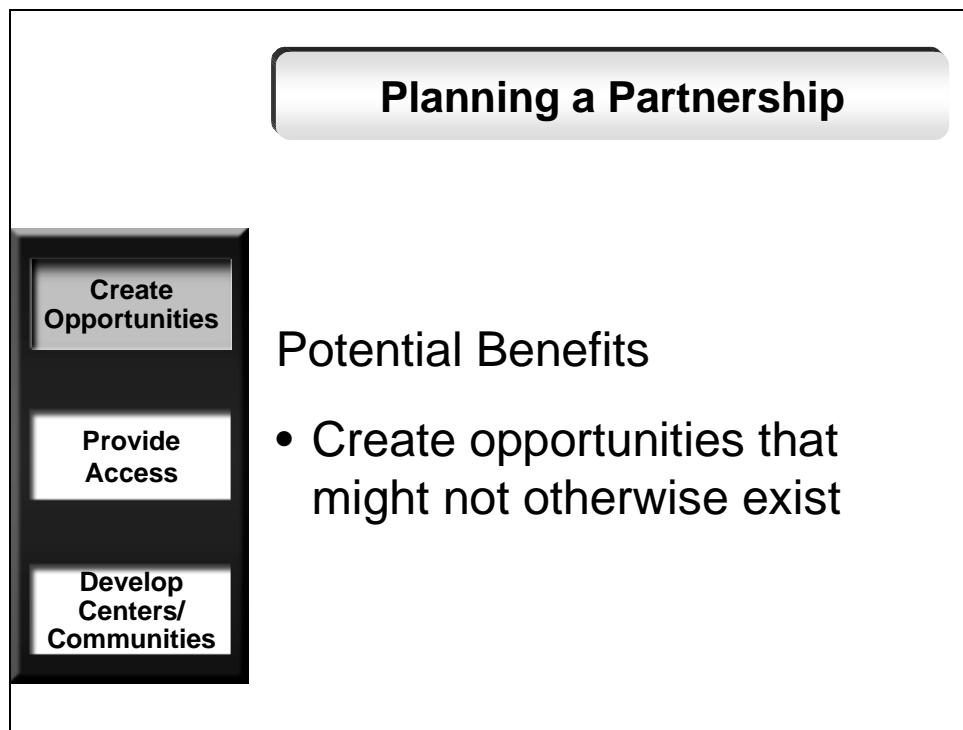
The Neighborhood Networks program has developed national partnerships that have local affiliates all over the country. Some national partners have entered into a memorandum of understanding (MOU) with HUD to meet certain criteria. Other national partners have a less formal relationship but still have programs that centers can access.

Recognizing that partners play many critical roles in the continued success of a Neighborhood Networks center, this section focuses on helping build effective partnerships. During the center's first year, partnerships were initiated. This section begins with a self-evaluation of existing partnerships in order to determine if your center is building a successful partnership program. Using the self-evaluation as a springboard, the section then discusses the importance of sustaining partnerships and creating new ones. It offers tips on being a good salesperson for your center in developing new partnerships. The section ends with a brief discussion on creating complex partnerships.

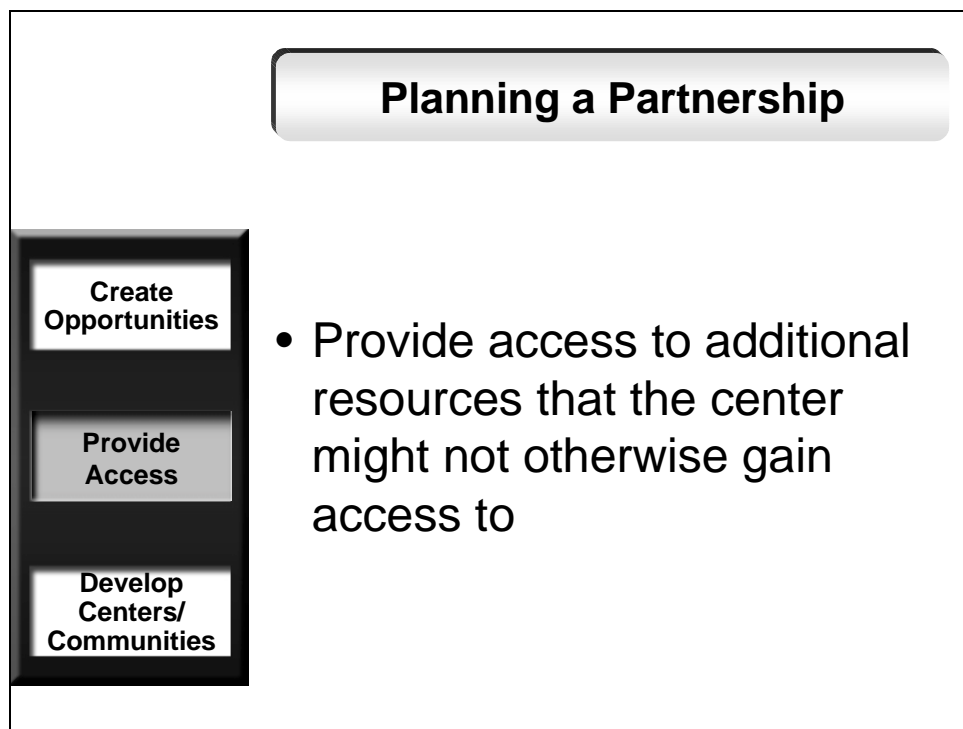
Partnership Evaluation

The best way to evaluate how well your center worked with other organizations in your community is to do a self-evaluation. It is important to note measurable outcomes. Think about the services that partners provided your center and the benefits to residents. Some of these outcomes may include:

- ❑ Jobs created through partnerships.



- ❑ Shared programs created through partnerships.
- ❑ Residents who benefited from a partner's service.



- ❑ Community relationships built between the center and stakeholders.



- ❑ The various types of organizations with which the center is affiliated.

Because each center approaches partnership building differently, some of these outcomes may not apply to your center. Think of possible outcomes that your center has achieved in the past year and record them. It is important to think of a variety of outcomes because this is the best way to strategize new relationships and analyze existing ones.

Analyze the results of your evaluation:

- ❑ Which organizations made the best partners? Which partnerships did not work out as well as planned? Some relationships work better than others and Neighborhood Networks partnerships are no different. Consider the success of these partnerships and determine the factors that caused the relationship to bloom or wither. Determine how much effort was involved from both the partner's and center's perspective. Understand how similar the organizations were at the beginning of the relationship. Try to note the reasons for success to transfer them to new partnerships.
- ❑ What objectives were not measured? In the first year of operation, a center should not spread itself too thin by partnering with numerous organizations. Note which partnerships tended to be the most successful and which outcomes were measured the most. Any outcomes that the center did not achieve may lead to partnerships in the second year of operation.
- ❑ How did the residents benefit from the partnership? Some partners work directly with residents and some assist the center with organizational development and work indirectly with the residents. Analyze which category applies. If the residents do not have many interactions with partners, consider developing new relationships with organizations that directly benefit them.

Community Evaluation

It is important that the center be an active entity within the community. Speak with community members and existing partners to gain a perspective on how the center is relating to the needs of the residents.

Talk with partners and ask them to give you an honest evaluation of the partnership status. Some partners may expect more or less than you do and it is important to discuss these differences.

Seek out stakeholders and see if they notice a sense of community within your center. One of the goals of partnerships is to develop a network of like organizations helping the same group of people. Ask those around the center to evaluate how well the center interacts with the community.

Record the results of the analysis. This process will help you identify partnership objectives for the next year and beyond.

Sustaining Successful Partnerships

In Year 2 of partnership development, it is most important to hold on to partners that benefit your center. These organizations are the ones that stuck with you and that means they have made a commitment to support the center.

If the partnership is proceeding well, consider renewing the relationship. This may involve contacting the organization and agreeing on an operating plan for the coming year or redrafting and resigning a MOU defining the relationship.

Redrafting a MOU

If a partnership is progressing well and both organizations wish to continue the relationship, the best method is to redraft and resign the MOU. A MOU should detail the goals and objectives of the existing partnership and specifically define the roles and responsibilities of each party.

MOUs are not a necessity, nor are they binding agreements. Some organizations may not want to enter into a MOU with your center. This is reasonable and does not weaken the relationship. Some organizations may worry about the commitment inferred in the MOU. Assure your new partner that the MOU is not legally binding—just an explanation on paper of the partnership. MOUs are preferred because the relationship is clearly defined in writing for both organizations and a good reference when clarification is needed.

Sample MOU

**Memorandum of Understanding
Between
Your Organization
and
Partnering Organization
for Application to
*specific program, if necessary***

This Memorandum of Understanding (MOU) establishes a *type of partnership* between *your organization* and *partnering organization*.

MISSION

Brief description of your organization's mission. You might want to also include a sentence about the specific program if applicable.

Brief description of partnering organization's mission.

Together, the Parties enter into this Memorandum of Understanding to mutually promote *describe efforts that this partnership will promote, e.g., health care or workforce development*. Accordingly, *your organization* and *partnering organization*, operating under this MOU agree as follows:

PURPOSE AND SCOPE

Your organization and *partnering organization*—describe the intended results or effects that the organizations hope to achieve, and the area(s) that the specific activities will cover.

1. Why are the organizations forming a collaboration? Benefits for the organization?
2. Who is the target population?
3. How does the target population benefit?

Include issues of funding if necessary. For example, "Each organization of this MOU is responsible for its own expenses related to this MOU. There will/will not be an exchange of funds between the parties for tasks associated with this MOU."

RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

List contact persons with address and telephone information

The organizations agree to the following tasks for this MOU:

Your organization will:

List tasks of your organization as bullet points

Partnering organization will:

List tasks of partnering organization as bullet points

Your organization and partnering organization will:

List shared tasks as bullet points

TERMS OF UNDERSTANDING

The term of this MOU is for a period of *insert length of MOU, usually 1–3 years from the effective date of this agreement* and may be extended upon written mutual agreement. It shall be reviewed at least *insert how often, usually annually* to ensure that it is fulfilling its purpose and to make any necessary revisions.

Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

AUTHORIZATION

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

Your organization:

Name	Date
Title	
Organization	

Partnering Organization:

Name	Date
Title	
Organization	

Creating New Partnerships

By analyzing the successes of partnerships, you may have discovered new organizations that could be potential partners. It is important to highlight the key points of partnership development.

Identify Potential Partners

Using the analysis completed earlier in this section, identify which organizations you would like to target for the coming year. Remember these questions when starting partnerships:

- ❑ **What are my center's goals?** Centers should regularly evaluate whether a partnership would help to achieve center goals. For example, a center goal may be to help residents learn computer skills so they can find jobs with local employers. A partnership with a local community college to provide low-cost computer training could achieve this goal.
- ❑ **What should we improve?** When centers identify places for improvement via assessment techniques, the centers should consider whether a partnership could help to make this improvement. For example, residents at a property would like to make improvements on a playing field on the property. By partnering with a local sporting goods company and a hardware store and recruiting local volunteers, a play area could be spruced up at little or no cost.
- ❑ **What opportunities can we take advantage of?** Sometimes, another organization offers to partner with your center, or a foundation announces an initiative to donate computer software. Of course, consider partnering and think about more ways that your center can benefit from the relationship.

Starting the Partnership

Once you have identified which organizations would benefit residents, complete thorough research on the companies as you did in your first year of operation, using:

- ❑ Newspaper articles.
- ❑ Annual reports.
- ❑ Web sites.
- ❑ Networking with center supporters and friends.

Now that you know something about each one of your potential partners, it is time to identify the right individual to approach. Here are a few suggestions of how to select which partners may be most beneficial for the center:

- ❑ **Capacity.** Can the potential partner really offer what your center hopes to achieve or did not achieve in Year 1? Does the organization provide the service that the center needs, but has too few staff to meet your demand?
- ❑ **Proximity.** The distance between the partner's location and the center will likely influence the frequency of activities that occur in a partnership. Is the partner too far away? Does the partner not know the community that you serve because their organization is too far away? Does a potential partner provide similar services and is too close to your center to give healthy overlap of services to the community?
- ❑ **Level of effort.** What is the level of effort that your Neighborhood Networks center will need to make to attract and sustain the interest of a potential partner? Will the level of effort that you put into maintaining the partnership reflect the quality or quantity of services that the residents receive?

Be confident!

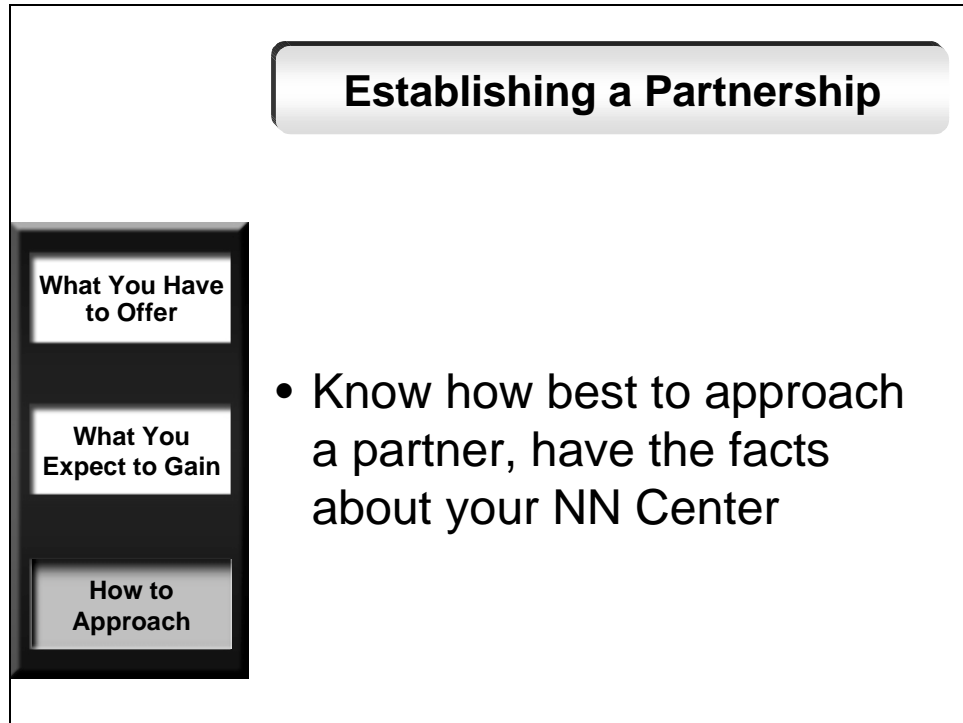
Remember that your center has already made an impact in the community. Although the process of partnering in the center's second year of operation is similar to that of the startup period, be confident in contacting local organizations.

After a year, your center may be well known in the community. Use this clout to establish solid relationships with strong organizations.

- ❑ **Reputation.** Is the potential partner known to be receptive to partnership requests? Has the potential partner enjoyed financial success recently? Is the organization respected in the community? Does the organization have good business practices?

Be a Good Salesperson

Partnerships are two-way streets. For a center to receive something from a partnership, it must usually give something or help the partner accomplish its own goal. Not only is this a healthy relationship, but it makes the process of convincing others to partner with a Neighborhood Networks center easier and more successful.



Here are some ideas to express to potential partners why Neighborhood Networks centers make great community partners:

Establishing a Partnership (continued)

What do I have to offer to the partnership?

- Facilities
- Residents
- Resources

- ❑ **Earn press.** Organizations love positive press. Write a press release or an article, or invite local newspapers and television news crews to write about the success your center has found with working with partners.
- ❑ **Fulfill an organization's mission.** Many community-based organizations have missions that include community outreach, and reaching the residents who use your center can fulfill this outreach. For corporations, corporate philanthropy can be a mission and your center could meet the corporation's eligibility requirements.
- ❑ **Access to a specific population.** The residents who use a Neighborhood Networks center may be the ideal target audience for an organization or business. You are providing them with a way to reach them. Create an active community. Some residents are very well informed and active in the community. This can be a selling point to businesses or organizations that may be interested in feedback, involvement, or business from your community. Some organizations may be short-handed and will gladly exchange goods or services for volunteers from the center. For example, a League of Women Voters might donate office supplies if residents help with a voter registration drive.
- ❑ **Provide meeting space.** Many community organizations simply do not have adequate space to hold meetings or activities. If your center has available space, offer it.
- ❑ **Access to computers and Internet.** In return for volunteers, goods, or services from a partner organization, your center could offer the organization's members or staff access to computers so they can surf the Web, do word processing, manage finances, or join in computer classes at the center.
- ❑ **Share staff.** If the partner organization is short-handed and your center can handle it, it may be possible to share staff time or expertise. Make sure to offer the assistance of your center staff or volunteers if you are able to.

Establishing a Partnership (continued)

What do I expect to gain from the partnership?

- Services
- Training
- Equipment
- Placement

The Meeting

If potential partners decide to meet with you—congratulations! Now you just have to convince them of the qualities of the Neighborhood Networks center. As with the initial phone call, during your meeting it is important to remember to speak informatively and sincerely:

- ❑ **Make the request.** Describe the activities your center would like to pursue and what goods or services the partner could provide.
- ❑ **Give your pitch.** Tell the prospective partner how his or her organization and the Neighborhood Networks center would benefit from the partnership.
- ❑ **Promote your center.** Many people actively listen to someone who is passionate about what they do. Be this person and convey the strength of your center through your convictions.
- ❑ **Hit the hot buttons.** Many organizations have topics of interest that hit close to home. When completing the research on your partner, make sure to identify these hot button topics and use them to your advantage.
- ❑ **Establish credibility.** Demonstrate to the partner how your center can deliver on the promises that you offer. Show how the partnership will increase the clout and reputation of both entities. Have examples and references ready.
- ❑ **Be flexible.** In any relationship, compromise is key. A partner may want to interact with your center in a way you did not consider. Be flexible and negotiate a mutually beneficial arrangement.

Next Steps

Make sure to write a thank-you note and send the potential partner more information. This shows that you are committed to your center and have a sincere interest in the partnership.

Following up with the partner via phone will allow you to be proactive and successful. In the first phone call following the meeting, set up a timeline and a "To Do" list. Regardless of the partner's willingness to work together, you will know when the partner must make a decision.

Shaping a Partnership

What should my partnership look like?

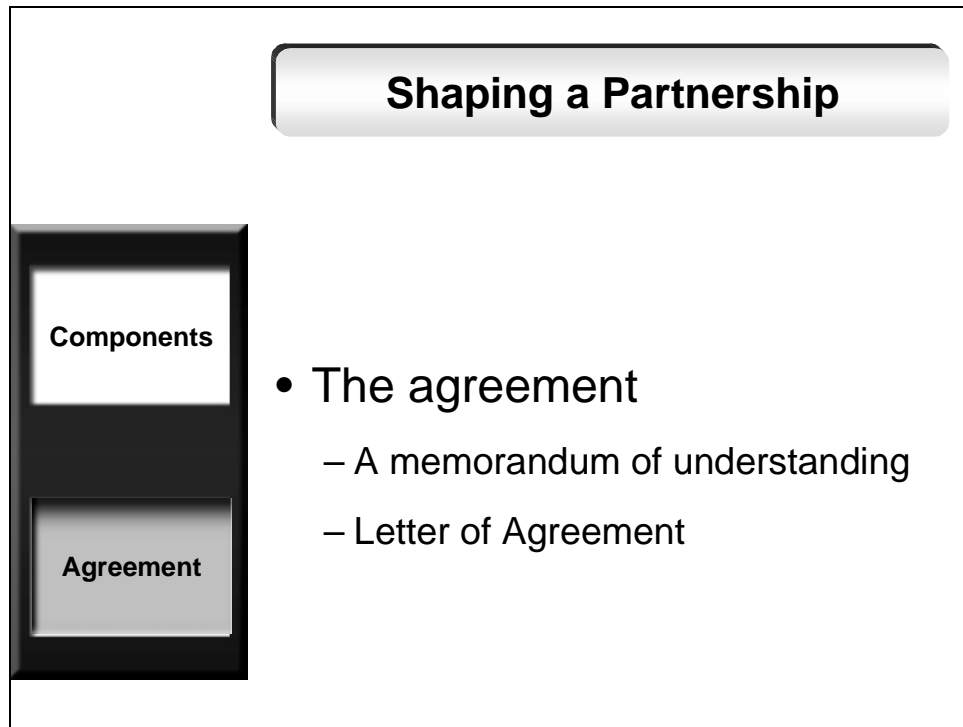
- The components
 - Mutually beneficial
 - Specific to your center and community needs

Components

Agreement

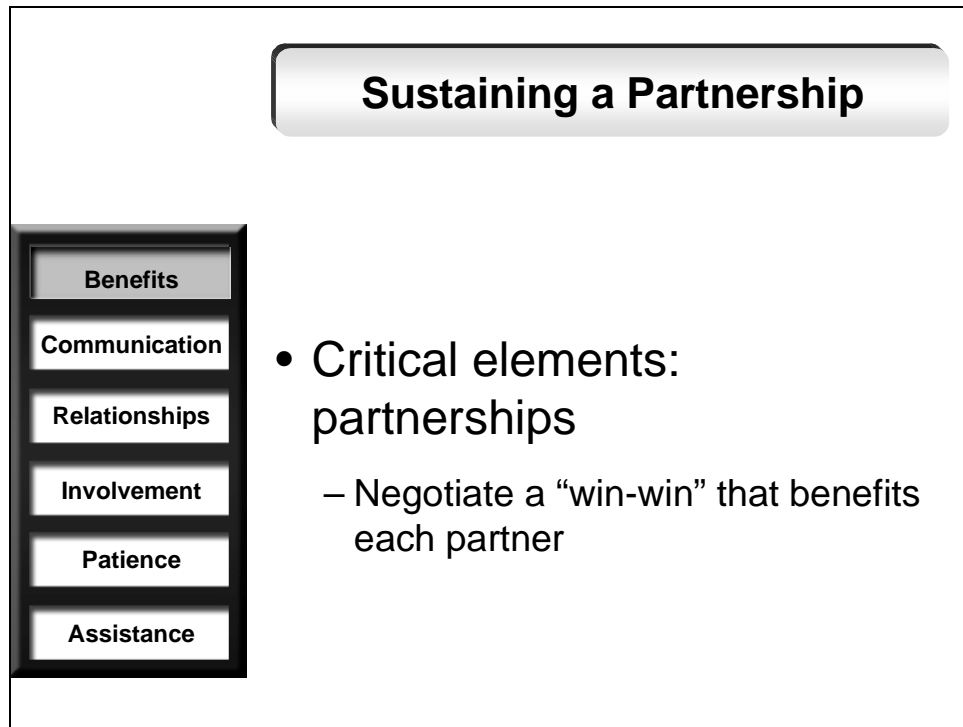
Beginning a New Relationship

Hopefully, after a few phone calls and information exchanges, you will have a new partner on board. The first step in this new relationship should be putting your arrangement in writing. This is the time when your center and the new partner should draft a MOU.

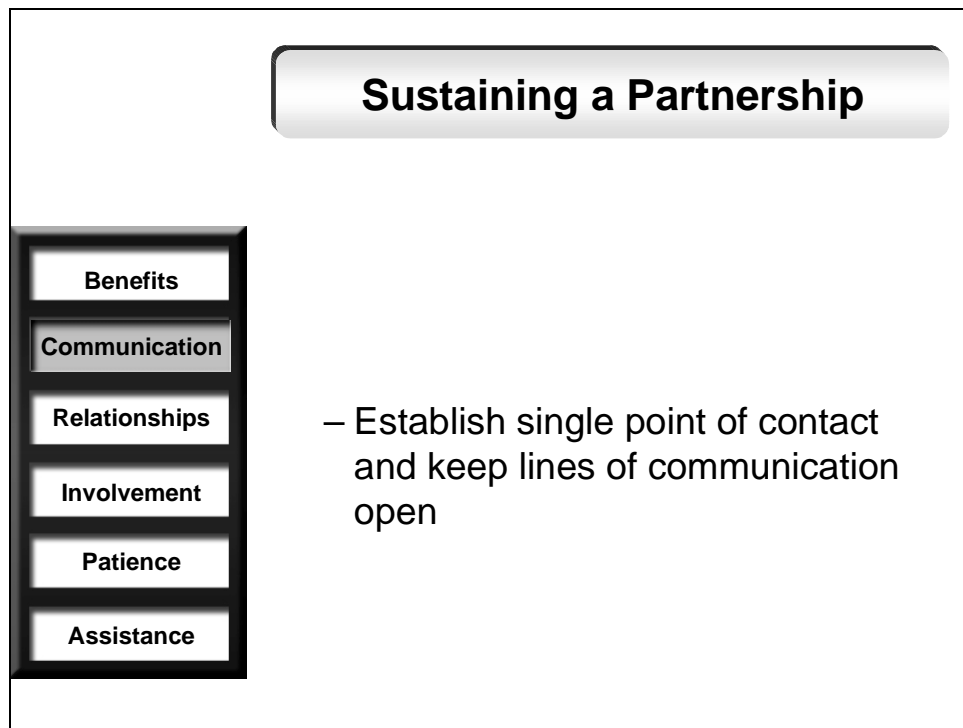


Sustaining New Partnerships

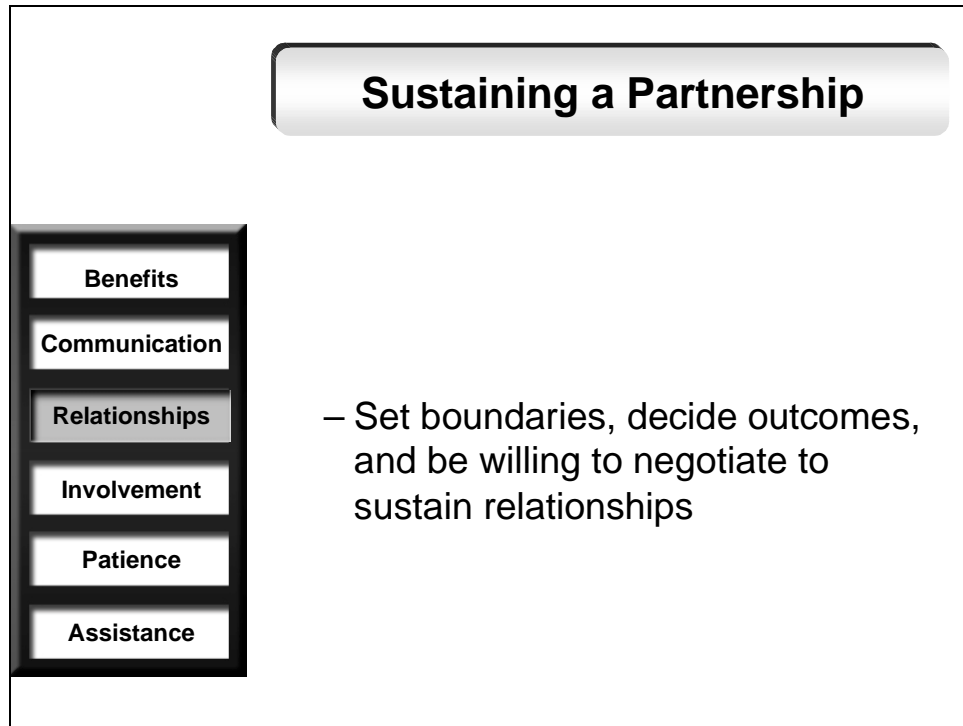
Once the stage is set and you have decided to enter into a partnership, you are ready to finalize a formal agreement with your prospective partner. Here are some tips to keep in mind as you structure and maintain the partnership:



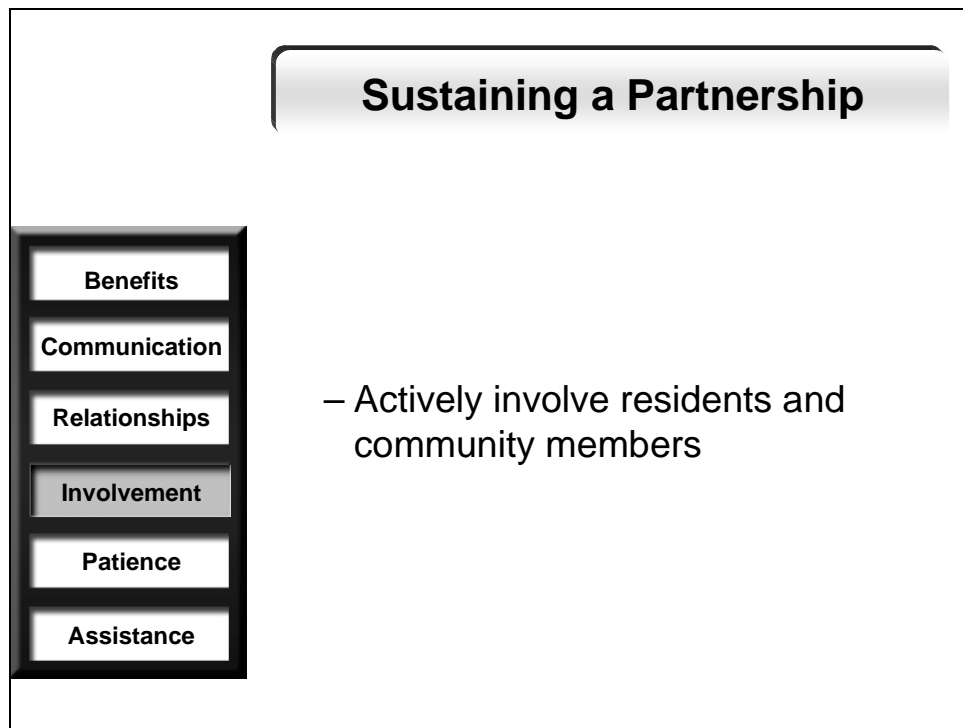
Bring benefits to all partners. Conduct ongoing assessments as to whether the partnership could be improved or modified to bring greater benefits to each partner.



Communicate. Ongoing communication with partners will help ensure that progress is made, help to overcome obstacles, and ensure that no party is overlooked. This may be achieved by establishing regular meetings (for example, the third Tuesday of every month), regularly phoning the partner, and carbon-copying (cc:) the partner on important letters and emails.

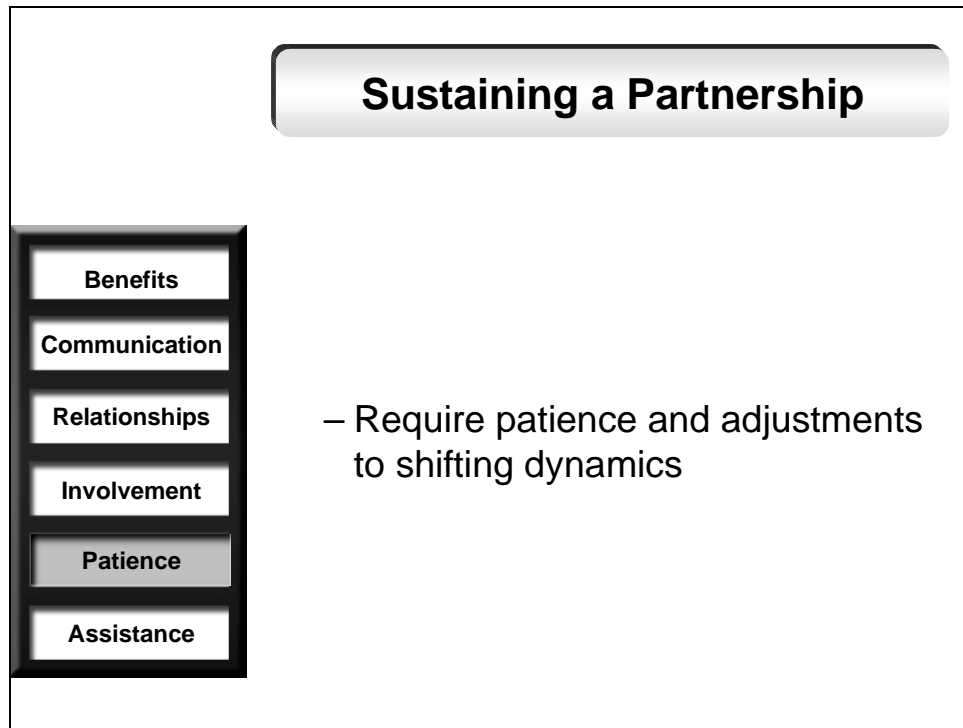


Establish one-to-one relationships. Get to know members of the partner organization. Effective working relationships are ultimately based on trust and mutual respect.



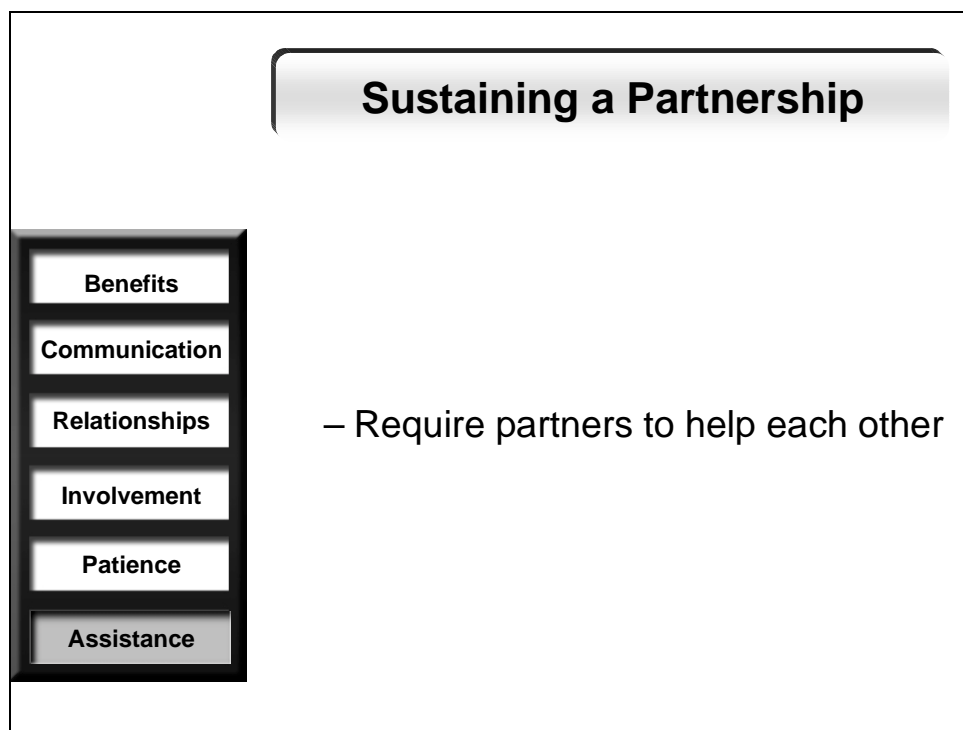
Actively involve residents and community members. Residents can attend partnership meetings or take part in a steering committee that guides the progress of the partnership. This will generate more interest and involvement in the partnership's activities and achievements. It also will act as an easy and inexpensive form of publicity when the partnership holds an event.

Hold joint activities. These can be anything from a celebration for the creation of a partnership to a long-term arrangement to provide a specific service. Try to involve all parties in the planning of these events and activities to create an overall sense of ownership.



Be patient. Great partnerships will take time to develop, and sometimes daring goals and achievements take longer than expected. If things take longer than planned and all parties are doing their best to finish what needs to be done, be patient.

Keep momentum. A fine line exists between being patient and losing momentum. If regular progress is not made toward achieving goals, people and organizations can be disinterested in making the partnership work. And once momentum is lost, it can be very difficult to begin to make the process work again. In order to keep momentum, make sure that people at the center follow through on their promises to the partnership and encourage others to do so as well.



Help each other. Showing support for your partner both with the partnership and outside the partnership can go a long way toward strengthening the relationship between two organizations. For example, mention your partner in promotional materials, thank your partner when the center receives awards, and offer to help whenever possible.

Creating Complex Partnerships

Partnership development is a consistent process throughout the life of a Neighborhood Networks center. It involves researching organizations that would make great partners and seeing if the relationship between the two organizations would work.

See the text box titled “Complex Partnership Success Stories.”

Remember that as your center matures, so should its partnerships. Here are some suggestions for more elaborate partnerships:

- ❑ **Create a multiorganization partnership.** Sometimes collaborating with three or four organizations simultaneously provides your residents with unique and rewarding programs and services.
- ❑ **Share programs and resources.** If you develop a solid relationship with a partner, think about allowing them to use your computer lab free of charge if their organization will transport your residents to and from work. This is just an example, but more complex relationships can be established.

- ❑ **Participate jointly in grants.** Many large grants like to see many organizations representing the same community. Consider this while nurturing maturing relationships.

Complex Partnership Success Stories

When Pearl Hall began taking basic computer training at the Browns Woods Apartments Computer Learning Center in New Jersey, she hoped to develop computer skills that would complement her hobby of making plaques and greeting cards. She has since learned how to produce exceptional, graphically designed cards and plaques. She has also mastered Microsoft Word, Excel, Access, and PowerPoint at the Neighborhood Networks center.

"For [senior citizens] to go into the computer world is really wonderful. Instead of sitting around, this is something to occupy our minds ... you're never too old to learn," says Hall, who intends to continue her training on the Internet. "I feel as though I am able to reach out and help somebody else."

Hall received computer training through a program developed through a partnership between the Pemberton Township Senior Citizen Center, where she has been a member for more than 2 years, and the Browns Woods Computer Learning Center. In June, 37 seniors from the senior citizen center received certificates of completion in basic typing and computer training. Of the 37 graduates, nearly half went on to pursue advanced Microsoft Training.

The Neighborhood Networks center also recently developed a partnership with Southern Illinois University (SIU). For SIU students onsite at McGuire Air Force Base in Carbondale, New Jersey, an internship in adult education is a requirement for the workforce education and development degree. Student Eddie Carr submitted the Browns Woods Apartments Computer Learning Center for internship credit approval last year and was excited when the program was accepted for internship credit.



Activities

Santa Fe Model Neighborhood Networks Center

Through the Learning Annex, a Neighborhood Networks center for residents of the Santa Rosa Village Apartments in Santa Fe, New Mexico, Honduran immigrant Anita Chavez teaches English to Hispanic residents and, along with other volunteers at the center, prepares eligible residents for citizenship. The center was recently awarded a grant through the New Mexico Council of La Raza to train students of high school age and older for the GED, to provide computer and Web-based skills, and to support job placement. Other center activities have included staging community theater and other cultural arts programming. The Santa Rosa Village apartment complex houses 145 families, mostly of Hispanic origin.

Program Goals

- ◆ Empower residents towards social, technical, and professional skill building.
- ◆ Secure job placements for residents entering the job market.
- ◆ Enhance appreciation of Hispanic cultural arts in the local community.
- ◆ Establish relationships between residents and linkages with partners toward community building.

Other Center Programs

- ◆ **English as a Second Language**—for all residents seeking to learn English or improve language skills.
- ◆ **Learning Links**—classes in computer business applications and Web use.
- ◆ **Teatro de la Luna**—resident community cultural arts activities.

Demographics

Single-parent head of household	
Female	223
Male	79
Residents with disabilities	
Physical	224
Mental	51
Education level	
Some high school	302
High school graduate or GED	114
Some college	60
2-year college	72
4-year college	109
Graduate-level degree	43
Computer literacy levels	
Minimal	186
Average	308
Above average	66
Employment status	
Full time	311
Part time	105
Self-employed	75
Unemployed	112
Public assistance recipients	150
Participant overview	
Children 0–6 years	77
Children 7–13 years	113
Children 14–17 years	109
Young adults 18–20 years	148
Adults 21–61	215
Adults 62 and older	91
Race	
Black	82
White	564
Alaskan Native/American Indian	68
Asian Pacific Islander	39

Potential Partners

- ◆ **Santa Fe Public Library.**
- ◆ **Mesa Verde Employment Services**—sends representatives to Neighborhood Network centers for job mentoring and placement.
- ◆ **St. Luke’s Catholic Church.**
- ◆ **La Puerta**—provides vocational training in data entry, word processing, and computer repair.
- ◆ **Moreno Public High School.**

Chicago Model Neighborhood Networks Center

The Calvert Center at Oakview Manor Apartments was established as the result of the major renovation of Section 8 property in Chicago, Illinois. The new owner of the 200-unit complex donated a new family resource center on the property that will include a commercial kitchen and computer facilities. The center has received a grant from the National Restaurant Association Foundation to provide residents with skills training, enabling them to begin careers in the food service industry once they are certified as well as for jobs requiring skills in basic computer technology. In addition, students will take basic nutrition courses and learn to prepare meals for a Kids Lunch program, Meals on Wheels, and senior citizens' center lunches.

Program Goals

- ◆ Provide meals for low-income residents.
- ◆ Train residents for careers in the food service industry.
- ◆ Teach fundamentals of optimal nutrition.
- ◆ Build a foundation for job eligibility with computer skills.
- ◆ Foster community building.

Other Center Programs

- ◆ **Bread for Life**—hunger relief program.
- ◆ **Meal Appeal**—lunch programs for preschool children and meals for seniors; nutritional counseling.
- ◆ **Tricks of the Trade**—computer technology training.

Demographics

Single-parent head of household	
Female	247
Male	118
Residents with disabilities	
Physical	279
Mental	193
Education level	
Some high school	365
High school graduate or GED	232
Some college	114
2-year college	65
4-year college	111
Graduate-level degree	58
Computer literacy levels	
Minimal	380
Average	282
Above average	119
Employment status	
Full time	325
Part time	213
Self-employed	82
Unemployed	98
Public assistance recipients	215
Participant overview	
Children 0–6 years	102
Children 7–13 years	123
Children 14–17 years	139
Young adults 18–20 years	237
Adults 21–61	318
Adults 62 and older	128
Race	
Black	256
White	512
Alaskan Native/American Indian	64
Asian Pacific Islander	99

Potential Partners

- ◆ **Unity Missions, Inc.**—consortium of community parishes.
- ◆ **Cornwall Kitchen Supply**—commercial restaurant supplier.
- ◆ **Moreland College**—teachers, computer software training.
- ◆ **Highland Park High School**—student volunteers.
- ◆ **Brighton Bakery**—local bakery.

Claymore Model Neighborhood Networks Center

The Enterprise Foundation is providing a grant to establish a learning center and online annex of Cyber Seniors in Claymore, Pennsylvania, a suburb of Pittsburgh. Cyber Seniors is a computer-based educational program with national affiliates. The learning center will provide computer-based education for seniors, including courses leading to certification; software and training for producing a national newsletter, journals, and other graphics; Internet access; and tax and other financial programs. The center, in conjunction with Elderhostel, has sponsored seminars at local universities and conferences. Seniors will also be eligible for placement in jobs requiring skills learned through the center and many tutor children and teens through an after-school program.

Program Goals

- ◆ Provide continuing educational opportunities for seniors.
- ◆ Promote well-being through Internet access to peers and family.
- ◆ Enhance employability and job-seeking success for seniors.
- ◆ Build community networks with local businesses and industries.

Other Center Programs

- ◆ **Fit to Print**—training in word processing and graphics-related software.
- ◆ **Helping Hand**—pairs seniors with children and teens for educational tutoring and emotional support.
- ◆ **Concordia College Certificate Program**—courses in computer applications, horticulture, and literature.

Demographics

Single-parent head of household	
Female	1,341
Male	312
Residents with disabilities	
Physical	873
Mental	269
Racial/ethnic	
Black	889
White	3,216
Alaskan Native/American Indian	377
Asian/Pacific Islander	1,044
Computer literacy levels	
Minimal	1,373
Average	2,981
Above average	911
Employment status	
Full time	2,142
Part time	777
Self-employed	512
Unemployed	669
Public assistance recipients	219
Education level	
Some high school	491
High school graduate or GED	1,026
Some college	792
2-year college	554
4-year college	1,236
Graduate-level degree	378
Participant overview	
Children 0–6 years	593
Children 7–13 years	661
Children 14–17 years	384
Young adults 18–20 years	432
Adults 21–61	2,242
Adults 62 and older	1,214

Program Partners

- ◆ **Pennsylvania Consortium of Colleges.**
- ◆ **Pittsburgh Community Press**—provides training in computer technology and supplies office space.
- ◆ **AARP Senior Employment Services.**
- ◆ **W.E.B. Dubois Middle School.**
- ◆ **CyberWorld**—affiliated with Elderhostel, an online site dedicated to cyber travel, exploration, and education.

Potential Partners

- ◆ **Concordia College.**
- ◆ **Elderhostel.**
- ◆ **MSN.**

Roxbury Model Neighborhood Networks Center

Government-subsidized residents of the Pineview Terrace Apartments, a 110-unit HUD development in Roxbury, Massachusetts, can now begin to achieve economic independence through learning computer and Web-based technologies. Courses in word processing, HTML, graphics, and multimedia components of Web page design will provide them with the requisite skills to build Web pages and perform other telecommuting functions from a neighborhood office. Sponsored by the Michael Jordan Center and funded by the Massachusetts Association of Women in Technology, the program will also foster self-reliance by teaching students necessary skills to negotiate contracts and develop business plans. A daycare program is already in place for preschool age children who will develop beginning reading and math skills through educational software.

Program Goals

- ◆ Build marketable skills in computing and Web page design.
- ◆ Enable working mothers to earn incomes while at home.
- ◆ Enrich educational opportunities for young children.
- ◆ Build community networks with local businesses and industries.

Other Center Programs

- ◆ **Time for Tots**—caters to children up to 4 years of age.
- ◆ **Net the Difference**—Internet access and email accounts.

Demographics

Single-parent head of household	
Female	204
Male	38
Residents with disabilities	
Physical	93
Mental	71
Racial/ethnic	
Black	472
White	95
Alaskan Native/American Indian	—
Pacific Islander/Asian	81
Computer literacy levels	
Minimal	363
Average	102
Above average	75
Employment status	
Full time	152
Part time	59
Self-employed	53
Unemployed	110
Public assistance recipients	274
Education level	
Some high school	207
High school graduate or GED	115
Some college	91
2-year college	74
4-year college	56
Graduate-level degree	23
Participant overview	
Children 0–6 years	93
Children 7–13 years	60
Children 14–17 years	84
Young adults 18–20 years	101
Adults 21–61	232
Adults 62 and older	78

Program Partners

- ◆ **Web Women**—A Boston-based nonprofit that promotes technology training for women of color.
- ◆ **Roxbury Small Business Association**—provides training in computer technology and supplies office space.
- ◆ **Somerville Community College.**
- ◆ **Public Housing Authority**—family self-sufficiency programs.
- ◆ **Banking Association of Greater Roxbury.**

Des Moines Model Neighborhood Networks Center

The Clearview Technology Center, funded in part by a HUD Drug Elimination grant to revitalize the Gordon Parks Apartments, a residential community of 95 families in Des Moines, Iowa, will open a computer camp for children and teens 9 to 18 years of age. Funded by the Children's Council of Iowa and the University of Iowa, the camp will introduce children to computers through educational software such as Kids Basic and games and provide computer applications classes and beginning programming for teens. Other offerings at the center include after-school programs, tutoring for all school-age children, GED classes, and parenting skills classes. The center is also seeking to sponsor a mentorship program, employing resources within the community.

Program Goals

- ◆ Engage youth and teens in productive summer activity.
- ◆ Familiarize children and teens with computer applications and technology.
- ◆ Foster bonds between youth and community.
- ◆ Provide beginning skills for teens entering college.
- ◆ Provide marketable skills for teens.

Other Center Programs

- ◆ **4-H Harvest for Youth**—recreational and educational activities relating to agriculture and the outdoors.
- ◆ **Head of the Class**—tutoring and GED instruction.
- ◆ **Daisy Kindercare**—daycare and lunches for preschool age children.
- ◆ **Parents as Partners**—teaches parenting skills.

Demographics

Single-parent head of household	
Female	135
Male	32
Residents with disabilities	
Physical	76
Mental	51
Racial/ethnic	
Black	212
White	105
Alaskan Native/American Indian	64
Pacific Islander/Asian	131
Computer literacy levels	
Minimal	333
Average	102
Above average	55
Employment status	
Full time	142
Part time	69
Self-employed	37
Unemployed	80
Public assistance recipients	236
Education level	
Some high school	129
High school graduate or GED	75
Some college	31
2-year college	5
4-year college	56
Graduate-level degree	23
Participant overview	
Children 0–6 years	78
Children 7–13 years	101
Children 14–17 years	64
Young adults 18–20 years	91
Adults 21–61	152
Adults 62 and older	58

Potential Partners

- ◆ **4-H Club of Iowa**—uses space at the center for meetings, and sponsors activities for center children and teens.
- ◆ **Iowa Department of Human Resources**—childcare, health and nutrition classes.
- ◆ **The University of Iowa at Ames, extension campus**—instructors in the fields of agricultural technology, students, and volunteers.
- ◆ **Des Moines High School.**
- ◆ **Des Moines Police Department, 5th Precinct.**



Online Resources

Neighborhood Networks Resources

Available at www.NeighborhoodNetworks.org

Becoming a Neighborhood Networks Partner: Strategic Philanthropic Investments in Community Building

This Web page describes how business and industry, healthcare and academic institutions, local and federal government agencies, and nonprofit and faith-based organizations are forming local and national partnerships with Neighborhood Networks centers.

How to Plan for Sustainability

This Web page describes how to ensure that a Neighborhood Networks center can start well and remain a viable community resource by building partnerships that supply a reservoir of expertise and capital for years to come.

New Partnerships With College, Town Promote Learning at New Jersey's Browns Woods

This success story describes how the partnership between a New Jersey Neighborhood Networks center, a local senior citizens center, and an online college program has provided computer learning opportunities for local seniors.

Texas Neighborhood Networks Center Helps Reduce Crime, Improve Economic Opportunity for Residents

This success story describes how security enhancements and development of a Neighborhood Networks center in Dallas have helped a community take pride in maintaining a safe living environment.

Louisville Youth Visit South Africa, Help Start Computer Center

This success story describes how youth from a Kentucky Neighborhood Networks center traveled to Johannesburg to donate three computers and three printers to a church.

Other Resources

www.wkkf.org/pubs/YouthED/Pub600.pdf

This report from the Kellogg Foundation summarizes lessons learned from the Community-University Partnerships initiative, which brought together residents, agencies, local organizations, and higher education institutions at 10 sites.

www.wkkf.org/Pubs/CustomPubs/CPToolkit/CPToolkit/default.htm

Produced by the Kellogg Foundation, this community partnership toolkit provides useful information on building and maintaining partnerships.

www.quilt.org/Home/pdfdocs/negotiate.pdf

This guide offers key points to remember when negotiating partnerships.



Presenters Biographies

Jackie Barnd (Chicago)

Nancy Chen (Los Angeles) is the Chicago-based regional administrator of the Women's Bureau at the U.S. Department of Labor. Chen, who joined the office in October 1997, is the first Asian American regional administrator in Women's Bureau history. She directs and develops the Midwest regional programs promoting the welfare and rights of working women in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. Chen has had a long and distinguished history of working with women of diverse backgrounds on a range of issues including employment, civil rights, healthcare, business, and education. Before joining the Women's Bureau, Chen was on special assignment to the White House Office of Presidential Personnel for 6 months in 1997 as director of Asian Pacific American Outreach to identify and promote candidates for key political appointments throughout the Clinton administration. She also served as director of Intergovernmental Relations at the Immigration and Naturalization Service at the U.S. Department of Justice. Before serving in Washington, Chen was director of U.S. Senator Paul Simon's Chicago office overseeing the Senator's legislative and constituent programs. She established important working relationships with local governments, political and business leaders, and key constituencies. A strong believer in equal rights for women, Chen is founder and past president of the National Women's Political Caucus of Greater Chicago. An immigrant herself, she has lived in the United States for more than 30 years and is a leader in the Asian-American community. Chen also serves as a member of the Illinois Advisory Committee to the U.S. Commission on Civil Rights.

Robin Johnson (Chicago, Los Angeles), Senior Development Specialist/Consultant, has extensive experience in providing management consultant services to organizations that work with low-income communities striving for economic self-sufficiency. In 1993, Johnson started PRS & Associates, a management consultant business that provides services to domestic and international governments, nonprofit organizations, corporations, and universities. She organized a HOPE VI conference for HUD where corporations discussed their employment needs. She engaged Walgreens in negotiations with the Chicago Housing Authority to train and employ public housing residents. Walgreens later expanded this program to seven other HOPE VI cities in the following year. In 1999, this model was selected among HUD's Top 100 Best Practices. Since the success of the Walgreens partnership, Johnson's company has contracted with HUD to get other private-sector partners involved in similar initiatives and has so far successfully engaged five partners. Johnson also provides technical assistance to the Housing Authority of Savannah on its community and supportive services component of the HOPE VI grant. She recently completed a subcontract in which she provided technical assistance to develop of public-private partnerships between corporations and housing authorities to employ former welfare recipients in the private sector. In providing strategic planning expertise on the economic community development component of the HOPE VI grant, Johnson led a team of Chicago computer consultants in an assessment of the Chicago Housing Authority computer labs and recommended ways to link sites, provide educational programs for children, and job training/job placement activities for adults. Johnson earned an M.B.A. from Schiller International University in Paris, and an M.A. from Schiller International University in London. She earned her B.A. from Clark College in Atlanta.

Pam Luckett, (Washington, D.C.) HOPE *worldwide*.

Diane Pederson (Chicago)

Debbie Roy (Chicago)

James Schuman (Washington, D.C.) is an account manager with Cisco Systems of Herndon, Virginia. He coordinates with federal agencies, leads meetings and presentations with clients, and analyzes needs. As a systems engineer for Cisco, he provided presales and technical support to the Department of Commerce and the U.S. Courts, assisted in onsite production implementation and configuration of Cisco equipment, and participated in the Campus and Content Networking Virtual Team. Schuman served with the Peace Corps in Chile from 1992–93, where he was a small business consultant and taught small business entrepreneurship. From 1989–92 he was a Peace Corps volunteer in Costa Rica, where he facilitated community development by coordinating the collective efforts of community groups and promoted school refurbishment in northern Costa Rica.

Susan Wyman (Washington, D.C.), a partnerships and consortia manager, has more than 20 years of experience in social marketing and community outreach, which includes an in-depth knowledge of community resource development; media relations; conference support; public speaking; call center/order fulfillment management; and program research, design, implementation, and management. She provides outreach, networking, statistics and conference program coordination for over 150 national yearly events. For the Neighborhood Networks program, she was accountable for the development of national partnerships and strategies to promote the development and placement of Neighborhood Networks centers with computerized community connection plans in HUD insured and assisted housing. She was responsible for providing services that included the collection, processing, analysis, and dissemination of information to potential national partners and forming business and nonprofit community alliances to support centers nationwide. Under the SuperNOFA clearinghouse, she directed the hiring and training of 45 staff members to provide call intake, referral information, and order fulfillment. She held supervisory responsibilities for a newly formed computer/customer assistance help desk in support of 50 school districts on mainframe, LAN, and stand-alone environment for both administrative and instructional functions. She has implemented and managed a national call center and staff, which included order intake referral, distribution of applications, and design of electronic procedures to track financial statistics. She has also managed conference staff and exhibits to ensure effective outreach to targeted audiences. Ms. Wyman earned her B.A. in business administration from the State University of New York at Buffalo, New York.